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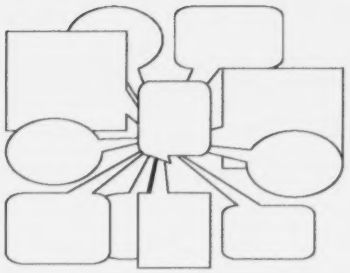
Statistics Canada Data Sources on Official-Language Minorities



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Statistics Canada Data Sources on Official-Language Minorities

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Note of appreciation

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Symbols

The following standard symbols are used in Statistics Canada publications:

.	not available for any reference period
..	not available for a specific reference period
...	not applicable
0	true zero or a value rounded to zero
0^s	value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded
^{p}	preliminary
^{r}	revised
x	suppressed to meet the confidentiality requirements of the *Statistics Act*
^{E}	use with caution
F	too unreliable to be published

Table of contents

Acknowledgments **7**

Purpose of document **8**

Concepts **9**

1. Census **10**

2. Vitality, culture and leisure **11**
Canada Survey of Giving, Volunteering and Participating (CSGVP) (2004) 11
Survey of Volunteer Activity (1987) 13
Survey on the Vitality of Official-Language Minorities (SVOLM) (2006) 15

3. Ethnic diversity and immigration **16**
Ethnic Diversity Survey (EDS) (2002) 16
Longitudinal Survey of Immigrants to Canada (LSIC)) (2005) 19

4. Education, training and learning **22**
International Adult Literacy and Skills Survey (IALSS) (2003) 22
International Survey of Reading Skills (ISRS) (2005) 24
Survey of Canadian Attitudes toward Learning (SCAL) (2007) 26
National Graduates Survey (NGS) (2005) 28
National Apprenticeship Survey (NAS) (2007) 30
Survey of Approaches to Educational Planning (SAEP) (2002) 32

5. The PISA/YITS project – Program for International Student Assessment / Youth in Transition Survey 34
Programme for International Student Assessment (PISA) 35
Youth in Transition Survey (YITS) (2008) 37
Youth in Transition Survey (YITS) (2008) 39

6. Youth **41**
National Longitudinal Survey of Children and Youth (NLSCY) (2006 to 2007) 41

7. Health **44**
Survey on Ageing and Independence (SAI) (1991) 44
Canadian Community Health Survey (CCHS) (2007) 45
Canadian Community Health Survey - Mental Health and Well-being (CCHS) (cycle 1.2) (2002) 47
Canadian Community Health Survey - Nutrition (CCHS cycle 2.2) (2004) 49
Canadian Community Health Survey - Healthy Aging (CCHS) (cycle 4.2) (2008) 51
National Population Health Survey (NPHS) 52
National Population Health Survey (NPHS) 54
Participation and Activity Limitation Survey (PALS) (2006) 56
Canadian Health Measures Survey (CHMS) (2007 to 2009) 58
Canadian Tobacco Use Monitoring Survey (CTUMS) (2007) 60
Health Promotion Survey (HPS) (1990) 62

Table of contents (conclude)

8. Work **64**
Workplace and Employee Survey (WES) 64
Survey of Labour and Income Dynamics (SLID) (2008) 66
Public Service Employee Survey (PSES) (2008) 71
National Survey of the Work and Health of Nurses (NSWHN) (2005) 73

9. The economy **75**
Survey of Financial Security (SFS) (2005) 75
Survey of Family Expenditures (1996) 77

10. General Social Survey **79**

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Thanks are also extended to colleagues throughout the Agency who took part in the collection of the data and information contained in this document and in revising the final version.

Purpose of document

This document is primarily intended as a reference tool on the different sources of linguistic information available to users of Statistics Canada data. Apart from the census, it covers the main surveys that provide information on official languages and/or surveys that include a sizable sample of respondents belonging to official-language minorities. Users will find a description of the surveys and their target population, a list of the language questions available, the reference year for the data, the final sample size and the size for the available official-language minority sample. A direct internet link to supplementary information on the different surveys is also provided in every survey description.

The information on sample sizes is presented both for the English-language minority in Quebec and for the French-language minority outside Quebec. For each survey, we have chosen to present these figures based on linguistic characteristics available in the survey questionnaire. The preferred approach was to use mother tongue when available. For cases where it was not available, we have chosen to give priority to other questions and/or concepts from the Canadian census.

All questionnaires available on the Statistics Canada website in the summer of 2008 were viewed.[1] Surveys containing at least one linguistic question were selected and examined on the basis of the questions available and the size of the samples according to the chosen linguistic characteristic, which was generally mother tongue. Some surveys containing linguistic information are nevertheless excluded from this document because of their quite specific area of interest and the limited size of the sample of persons belonging to official-language minorities. On the other hand, some surveys for which the sample size does not necessarily lend itself to very extensive statistical analyses are nevertheless described in the document because of the importance of their subject.

Information on the Statistics Canada website changes frequently. Readers are therefore advised to use the link provided for each survey in order to view the questionnaire as a whole.

The Statistics Canada website, www.statcan.gc.ca, remains the foremost source of information and data for the census and surveys, on which it contains both general and detailed documentation (questionnaires, dictionaries, technical manuals, methodology, coverage, etc.). It also provides access to numerous compilations of statistical data from the census in the form of "topic-based tabulations," "highlight tables," "profiles" and analytical reports concerning census data, including The Evolving Linguistic Portrait, 2006 Census and Using Languages at Work in Canada, 2006 Census. Additionally, many analytical reports and articles on survey data are available on the Statistics Canada website.

Survey data are available through the Data Liberation Initiative (DLI), which facilitates access to data in participating postsecondary educational institutions. Data files are accessible through the Research Data Centres (RDCs), and customized tables may be obtained through Statistics Canada's National Contact Centre.

1. http://www.statcan.gc.ca/imdb-bmdi/indext-eng.htm

Concepts

While some surveys may use questions and concepts that differ from those used in the census, most surveys presented in this document use census questions and concepts to measure linguistic characteristics. The following questions are those contained in the census questionnaires. The census is presented further on in this document.

Mother tongue:

What is the language that this person first learned at home in childhood and still understands?

Language spoken at home:

What language does this person speak most often at home?
Does this person speak any other languages on a regular basis at home (since 2001)?

Knowledge of official languages:

Can this person speak English or French well enough to conduct a conversation?

Knowledge of non-official languages:

What language(s), other than English or French, can this person speak well enough to conduct a conversation?

Language of work:

In this job, what language did this person use most often (since 2001)?
Did this person use any other languages on a regular basis in this job (since 2001)?

1. Census

Summary

Every five years, Statistics Canada conducts a census of the population. The most recent took place on Tuesday, May 16, 2006.

In Canada, the census is a reliable source of data on geographic areas as small as neighbourhoods or on Canada as a whole. The census is also used to produce detailed data on small groups or sub-populations, including lone-parent families, ethnic groups, linguistic minorities and immigrants. Since the census takes place every five years, and since the questions remain similar from one census to another, it is possible to analyse the smallest changes occurring within the Canadian population over the years.

The census includes every man, woman and child living in Canada on Census Day as well as Canadian citizens temporarily abroad, whether on a military base, attached to a diplomatic mission, at sea or in port aboard a Canadian-registered merchant vessel. Persons in Canada who hold non-permanent resident status - those who have a work or study permit or who claim refugee status, along with their dependents - are also part of the census.

All households receive a census questionnaire. While most households receive a short version, a sample of one household in five will receive a longer questionnaire. The 2006 short questionnaire (2A) includes eight basic questions on age, sex, marital status and mother tongue. The long questionnaire (2B) contains 61 questions including the same questions as on the short questionnaire plus more detailed ones on languages, education, income and employment. The sample produces statistics that are accurate for the entire population, excluding institutional residents.

Available linguistic variables

Linguistic variables are drawn from the questions referred to in the "Concepts" section.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3901&lang=en&db=IMDB&dbg=f&adm=8&dis=2

2. Vitality, culture and leisure

Canada Survey of Giving, Volunteering and Participating (CSGVP) (2004) Record number: 4430

Summary

The purpose of the Canada Survey of Giving, Volunteering and Participating (CSGVP) is to collect data regarding unpaid volunteer activities, charitable giving and participation.

The objectives of the CSGVP are threefold:

1. to collect national data to fill a void of information about individual contributory behaviours including volunteering, charitable giving and participation;

2. to provide reliable and timely data to the System of National Accounts;

3. to inform both the public and voluntary sectors in policy and program decisions that relate to the charitable and volunteer sector.

Frequency

Cross-sectional survey: 1997, 2000 and 2004.

Target population

The target population was all persons 15 years of age and older, excluding inmates of institutions and full-time members of the Canadian Armed Forces.

Sample size

The final sample size for the 2004 survey is 22,164 respondents.

Sample size based on main linguistic characteristic

The main linguistic characteristic used is mother tongue.

Table 2.1
Sample size for official-language minorities, based on the criterion of mother tongue, Canadian Survey of Giving, Volunteering and Participating, 2004

Language	Canada less Quebec	Quebec
	number	
French only	1,081	...
English only	...	211

Source(s): Statistics Canada, Canadian Survey of Giving, Volunteering and Participating, 2004.

Available linguistic variables

What is the language that you first learned at home in childhood and can still understand?

What language do you speak most often at home?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4430&lang=en&db=IMDB&dbg=f&adm=8&dis=2

Survey of Volunteer Activity (1987)
Record number: 3865

Summary

The Survey of Volunteer Activity is the second in a series of surveys sponsored by the Secretary of State of Canada concerning voluntarism in Canada. The objectives of this survey are to provide information on the activities of volunteers and the organizational settings in which they work, the reasons for being volunteers, the amount and pattern of time spent volunteering through organizations, the cost of volunteering, and the opinions of volunteers on various aspects of their voluntary experience.

This survey is the previous version of the Canada Survey of Giving, Volunteering and Participating (CSGVP, 2004; 4430), indexed in this document.

Frequency

One time only.

Target population

This is a supplement to the Labour Force Survey (LFS). The target population consisted of all non-institutionalized persons 15 years of age and older. Excluded from the survey's coverage were persons living on reserves and other Aboriginal settlements, full-time members of the Canadian Armed Forces and institutional residents.

Sample size

The final size of the sample is 37,426 persons.

Sample size based on main linguistic characteristic

The main linguistic characteristic used for this survey is the language spoken most often at home.

Table 2.2
Sample size for official-language minorities, based on the criterion of language spoken most often at home, Survey of Volunteer Activity, 1987

Language	Canada less Quebec	Quebec
	number	
French	1,331	...
English	...	386
English and French	126	45
Total	**1,457**	**431**

Note(s): Data are drawn from the public use microdata file.
Source(s): Statistics Canada, Survey of Volunteer Activity, 1987.

Available linguistic variables

What language do you speak most often at home?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3865&lang=en&db=IMDB&dbg=f&adm=8&dis=2

Survey on the Vitality of Official-Language Minorities (SVOLM) (2006)
Record number: 5099

Summary

This survey pertains to the vitality of Canada's official-language minorities, namely anglophones in Quebec and francophones outside of Quebec. The information collected allow for a more in-depth understanding of the current situation of individuals who belong to these groups on subjects as diverse as instruction in the language of the minority or access to different services in the language of the minority (i.e., health care), as well as language practices both at home and outside of the home.

Frequency

One time only, postcensal, 2006.

Target population

The survey's target population consists of two groups: persons under age 18 in households where at least one parent belongs to the official-language minority, and persons aged 18 and over who belong to the official-language minority in the ten provinces and in the three territories together.

Sample size

The sample size is approximately 35,000 respondents: 20,067 adults and 15,550 children.

Sample size based on main linguistic characteristic

The sample is drawn according to linguistic characteristics and is designed to produce estimates for French-speaking adults outside Quebec and English-speaking adults in Quebec. It includes 5,147 children and 6,922 adults in Quebec and 9,709 children and 12,376 adults outside Quebec. Montreal allophones were oversampled, with 694 children and 769 adults oriented toward French rather than English.

Available linguistic variables

What is the language that you first learned at home in childhood and still understand?

What language do you speak most often at home?

Do you speak any other languages on a regular basis at home?

Which language(s), English or French, do you know well enough to conduct a conversation?

What language do you use most often at work? (adult sample only)

Do you use other languages at work on a regular basis? (adult sample only)

The survey also includes a number of linguistic identifiers, including main language, a self-assessment of reading and writing abilities in the two official languages, the language used for different tasks at work, the use of languages in various areas of the public sphere and the perception of the presence of the language in the municipality.

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5099&lang=en&db=imdb&dbg=f&adm=8&dis=2

3. Ethnic diversity and immigration

Ethnic Diversity Survey (EDS) (2002)
Record number: 4508

Summary

This is a survey on ethnicity that undertakes to address the various dimensions of this subject and related issues on Canada's changing cultural diversity.

There are two primary objectives of the survey. First of all, the survey will help us to better understand how people's backgrounds affect their participation in the social, economic and cultural life of Canada. Secondly, the survey will provide information to better understand how Canadians of different ethnic backgrounds interpret and report their ethnicity.

Topics covered in the survey include ethnic ancestry, ethnic identity, place of birth, visible minority status, religion, religious participation, knowledge of languages, family background, family interaction, social networks, civic participation, interaction with society, attitudes, satisfaction with life, trust and socio-economic activities.

The survey explores both objective and subjective dimensions of ethnicity and asks questions about the respondent's ethno-cultural background in order to better understand how respondents choose (or do not choose) certain ethnic identifications.

Frequency

One time only, postcensal, 2002.

Target population

The population sampled was selected on the basis of the responses given to questions on ancestors' ethnic origin, the respondent's place of birth, and the place of birth of parents in the 2001 Census. It includes persons aged 15 years or over living in private dwellings in Canada's ten provinces. It does not include persons living in collective dwellings, persons living on Indian reserves, persons reporting an Aboriginal origin or identity, or persons living in Northern and remote areas.

Sample size

The size of the final sample is 42,476 persons.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to identify official-language minorities in the EDS is mother tongue, namely the language first learned at home in childhood (single responses only).

Table 3.1
Sample size for official-language minorities, based on the criterion of mother tongue, Ethnic Diversity Survey, 2002

Language	Canada less Quebec	Quebec
	number	
French	1,085	...
English	...	1,197

Source(s): Statistics Canada, Ethnic Diversity Survey, 2002.

Available linguistic variables

What was the language that you first learned at home in childhood?

Can you still understand [mother tongue]?

Using a scale of 1 to 5, where 1 is "not well" and 5 is "very well", how well can you understand [mother tongue] now?

Can you still speak [mother tongue]?

Using a scale of 1 to 5, where 1 is "not well" and 5 is "very well", how well can you speak [mother tongue] now?

Besides the language of the interview and your first language, are there other languages that you speak well enough to conduct a conversation?

What languages are these?

Using a scale of 1 to 5, where 1 is "not well" and 5 is "very well", how well can you speak [spoken language] now?

What language do you speak most often at home?

Are there any other languages you speak on a regular basis at home?

What languages are these?

What language do you speak most often with your friends?

Are there any other languages you speak on a regular basis with your friends?

What languages are these?

Up until you were age 15, what language did you and your parents use most of the time when speaking to each other?

Up until you were age 15, what language did you and your brothers, sisters, and any other children in your household, use most of the time when speaking to each other?

What was the language that your mother first learned at home in childhood?

What was the language that your father first learned at home in childhood?

What languages does your spouse/partner speak well enough to conduct a conversation?
What was the language that your spouse/partner first learned at home in childhood?

Does your spouse/partner still speak [mother tongue]?

What languages does [child's name] speak well enough to conduct a conversation?

What was the first language that [child's name] learned at home?

Does [child's name] still speak [mother tongue]?

Using a scale of 1 to 5, where 1 is not important at all and 5 is very important, how important is it to you that [child's name] learn to speak [mother tongue]?

Using a scale of 1 to 5, where 1 is not important at all and 5 is very important, how important is it to you that [child's name] learn to speak [mother tongue]?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4508&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Longitudinal Survey of Immigrants to Canada (LSIC) (2005)
Record number: 4422

Summary

The Longitudinal Survey of Immigrants to Canada (LSIC) examines immigrants' settlement process during the first four years following their arrival in Canada, a crucial time when newcomers establish economic, social and cultural ties to Canadian society. To this end, the objectives of the survey are two-fold: to study how new immigrants adjust to life in Canada over time; and to provide information on the factors that can facilitate or hinder this adjustment.

Topics covered in the survey include language proficiency, housing, education, foreign credential recognition, employment, health, values and attitudes, the development and use of social networks, citizenship, income, and perceptions of life in Canada. The questions concern the respondent's situation before and after coming to Canada.

Frequency

The Longitudinal Survey of Immigrants to Canada is a longitudinal survey of a cohort of immigrants. This cohort was interviewed three times: at six months (wave 1 in 2001), two years (wave 2 in 2003) and four years (wave 3 in 2005) after arriving in Canada.

Target population

The target population for the survey consists of immigrants who meet the three following criteria:

- arrived in Canada between October 1, 2000 and September 30, 2001;
- were aged 15 years or older at the time of landing;
- landed from abroad, must have applied through a Canadian Mission Abroad.

Individuals who applied and landed from within Canada are excluded from the survey. Refugees claiming asylum from within Canada are also excluded from the scope of the survey.

The Longitudinal Survey of Immigrants to Canada's population of interest consists of immigrants in the target population who are still living in Canada at the time of the interview.

Sample size

Wave 1: 12,000
Wave 2: 9,300
Wave 3: 7,700

Sample size based on main linguistic characteristic

Since most immigrants have a mother tongue other than English or French, we are instead interested in the knowledge-of-English or French characteristic to identify official-language minorities in the LSIC. Included in the total for Quebec are respondents who reported being able to speak only English "well" or "very well." For Canada less Quebec, the total includes those who reported being able to speak only French "well" or "very well."

Table 3.2
Sample size for official-language minorities, based on the criterion of knowledge of English or French, for each wave of the Longitudinal Survey of Immigrants to Canada, 2001, 2003 and 2005

Wave	Canada less Quebec - French	Quebec - English	Total sample
	number		
Wave 1 (6 months)	321	650	12,000
Wave 2 (2 years)	272	648	9,300
Wave 3 (4 years)	222	596	7,700

Note(s): Data are based on the province of residence at the time of the interview and not at the time of landing.
Source(s): Statistics Canada, Longitudinal Survey of Immigrants to Canada, 2001, 2003 and 2005.

Available linguistic characteristics

(Not all the questions come from the third wave of interviews.)

What is the first language that you learned at home as a child and that you still understand?

What language do you speak most often at home?

How well can you speak English/French? Would you say poorly, fairly well, well, very well?

How easy is it for you to tell someone in French/English what your address is? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this;

How easy is it for you to tell someone in French/English what you did before immigrating to Canada? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this;

How easy is it for you to understand a message in French/English over the telephone? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this;

How easy is it for you to tell a doctor who speaks only French/English what the problem is? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this;

How easy is it for you to ask someone who speaks only French/English to re-arrange a meeting with you? Would you say you can do this easily, you can do this with some help, you can do this with a lot of help, you cannot do this;

How well can you read in French/English? Would you say that you read poorly, fairly well, well, very well;

How well can you write in French/English? Would you say that you write poorly, fairly well, well, very well, cannot write this language;

Have you learned most of your English/French before or after your arrival in Canada?

How did you learn most of your English/French?

How important is it for you to learn or improve your French/English? Would you say that it is very important, important, not very important, not important at all;

When you arrived in Canada, did you have plans to study or improve your English/French?

Since you came to Canada, what steps have you taken to improve your English/French?
Since you came to Canada, do you feel that you have had opportunities to learn or improve your English/French?

Are there any other languages, other than those you have already mentioned, that you speak or read at least to some degree?

Which other languages can you speak or read?

What was the language of instruction of your highest level of education attained outside Canada?

In what language do you speak outside of class with your friends from school?

In what language is/are your child/children mainly taught at school?

In what language do/did you speak with your business partner(s)?

In what language do/did you speak with your employees?

In what language do/did you speak with your clients?

In what language do/did you speak with your suppliers?

In what language do/did you speak with the people you work(ed) with?

In what language do/did you speak with your supervisors?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4422&lang=fr&db=imdb&adm=8&dis=2

4. Education, training and learning

International Adult Literacy and Skills Survey (IALSS) (2003)
Record number: 4406

Summary

The 2003 International Adult Literacy and Skills Survey (IALSS) is the Canadian component of the Adult Literacy and Life Skills Survey (ALL). The main purpose of the survey was to find out how well adults used printed information to function in society. Another aim was to collect data on the incidence and amount of participation in adult education and training. The data can also be used to investigate the relationships between initial and adult education, on the one hand, and literacy, numeracy and problem solving proficiency and wider economic and social outcomes, on the other.

Survey data include background information (demographic characteristics, education, language, labour force, training, literacy uses, information and communication technology, income) and psychometric results on respondents' proficiency in four skill domains: prose literacy, document literacy, numeracy and problem solving.

In addition, a subsidiary goal of the IALSS was to provide information regarding change in the distribution of skills over the years since the previous survey (the 1994 International Adult Literacy Survey).

Frequency

Cross sectional

Target population

This is a sample survey with a cross-sectional design representing Canadian adults aged 16 and over not residing in institutions or on Aboriginal reserves. In addition to provincial and territorial estimates, the survey was designed to provide reliable estimates for a variety of special target populations such as recent and established immigrants, Francophones in New Brunswick, Manitoba and Ontario, Anglophones in Quebec, Urban Aboriginals in Manitoba and Saskatchewan, Youth in Quebec and British Columbia and Aboriginal residents in the three northern territories.

Sample size

The final sample contains 23,038 Canadians aged 16 years or more.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to determine the size of the samples of official-language minorities for the IALSS is mother tongue that is the first language learned and still understood (single responses).

Table 4.1
Sample size for official-language minorities, based on the criterion of the first language learned and still understood, International Adult Literacy and Skills Survey, 2003

Language	Canada less Quebec	Quebec
	number	
French	4,179	...
English	...	728

Source(s): Statistics Canada, International Adult Literacy and Skills Survey, 2003.

Available linguistic characteristics

What is the language that you first learned at home in childhood and still understand?

What language do you speak most often at home?

Do you speak any other languages on a regular basis at home?

What is the language you spoke most often at home when you were elementary school age?

What was the language used most often for teaching your courses at elementary school, excluding language courses?

What was the language used most often for teaching your courses at high school or junior high school, excluding language courses?

How would you rate your current reading skills in [French or English]?

In your main job, what languages do/did you speak on a regular basis?

How often do/did you read or use information in [French or English] as part of your main job?

How often do/did you write or fill out information in [French or English] as part of your main job?

I have the reading skills in [French or English] I need to do my main job well: Strongly agree, agree, disagree, strongly disagree; no opinion

I have the writing skills in [French or English] I need to do my main job well: Strongly agree, agree, disagree, strongly disagree; no opinion

How often do you watch television programs or videos in [French or English]?

How often do you read newspapers in [French or English]?

How often do you read books in [French or English]?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

International Survey of Reading Skills (ISRS) (2005)
Record number: 5070

Summary

The International Survey of Reading Skills (ISRS) was designed to characterize the reading profiles and learning needs of demographically different groups of low skilled Canadian adults by administering a battery of clinical reading tests to a sample of adults in 2005 who previously had participated in the 2003 International Adult Literacy and Skills Survey (IALSS, record number 4406). The International Survey of Reading Skills was part of an international survey being undertaken by Statistics Canada in partnership with Human Resources and Skills Development Canada (HRSDC), the National Centre for Education Statistics (NCES) and the Education Testing Service (ETS).

The goal of the survey was to better understand the relationship between underlying reading skills, such as word recognition, vocabulary and spelling and the performance on the prose and document literacy scale from IALSS. Other objectives were to:

- Measure the underlying reading skills described above and show how the results are distributed over the population;
- Group low-literacy adults according to their underlying reading skills in order to identify
    - the size of each group;
    - the common socioeconomic characteristics of each group;
    - an appropriate curriculum for each group based upon their socioeconomic characteristics and their underlying reading skills;
- Compare the underlying reading skills of low-literacy and high-literacy adults;
- Identify the relationship between these underlying reading skills and other characteristics of adults with low literacy.

Frequency

One time only, 2005

Target population

This survey was a follow-up to the IALSS study. The target population were adults between 16 and 65 years of age who participated in the IALSS in 2003 and resided in the ten Canadian provinces at the time of IALSS data collection. Institutional residents, members of the armed forces, and individuals living on Indian Reserves or remote regions are excluded form the survey.

Sample size

The final size of the sample is 1,815.

Sample size based on main linguistic characteristic

For the International Survey of Reading Skills (2005), the main linguistic characteristic used is mother tongue as asked in the IALSS (2003): What is the language that you first learned at home in childhood and still understand?

Table 4.2
Sample size for official-language minorities, based on the criterion of mother tongue that was indicated in the International Adult Literacy and Skills Survey, International Survey of Reading Skills, 2005

Language	Canada less Quebec	Quebec
	number	
French	324	...
English	...	46

Note(s): Single responses only.
Source(s): Statistics Canada, International Adult Literacy and Skills Survey, International Survey of Reading Skills, 2005.

Also, according to ISRS data, 64 persons living in Quebec learned to speak English before starting school and 344 persons living outside Quebec learned to speak French before starting school.

Available linguistic characteristics

What language or languages did you learn to speak before you started school?

What language did you first learn to read?

What language did you first learn to write?

Tell me what language or languages you use regularly in each of the following situations.

. . . at home?
. . . at work?
. . . while shopping?
. . . with relatives?
. . . with friends?

Excluding language courses, what language or languages were used for teaching your courses in elementary school?

Did you ever have trouble with reading in that (those) language(s) when you were in elementary school?

Excluding language courses, what language or languages were used for teaching your courses in high school or junior high?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5070&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Survey of Canadian Attitudes toward Learning (SCAL) (2007)
Record number: 5122

Summary

The Survey of Canadian Attitudes toward Learning is conducted in collaboration with the Canadian Council on Learning (CCL) to assess Canadians' needs, opinions and knowledge concerning learning and education. The Survey of Canadian Attitudes toward Learning collects information on the views, attitudes and expectations of Canadians on issues pertaining to learning.

The survey covers three domains that represent learning themes of current importance: early childhood learning, structured learning (elementary, secondary and post-secondary education) and adult learning. The survey will help identify knowledge gaps that exist and lead to a deeper understanding of attitudes towards learning among Canada's population.

Frequency

Cross-sectional, yearly, since 2006.

Target population

Canadian population aged 18 to 74, not residing in institutions or on Indian reserves and excluding members of the Armed Forces.

Sample size

The most recent component of the Survey of Canadian Attitudes toward Learning (SCAL) was conducted in May and June 2007 based on a sub-sample of selected persons in dwellings drawn from the Labour Force Survey (LFS, survey number 3701) for the ten provinces, and the Canadian Community Health Survey (CCHS, survey number 3226) for the territories.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to identify members of the official-language minority in the SCAL is the language used most often in the household.

Table 4.3
Sample size for official-language minorities, based on the criterion of the language used most often in the household, Survey of Canadian Attitudes toward Learning, 2006, 2007 and 2008

Year	Canada less Quebec	Quebec	Total sample size
	number		
2006	217	171	5,266
2007	196	167	5,361
2008	244	79	5,488

Source(s): Statistics Canada, Survey of Canadian Attitudes toward Learning, 2006, 2007 and 2008.

Available linguistic characteristics

What language do you speak most often at home?

Can you speak French or English well enough to conduct a conversation?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5122&lang=fr&db=imdb&dbg=f&adm=8&dis=2

National Graduates Survey (NGS) (2005)
Record Number: 5012

Summary

The National Graduates Survey (NGS) is designed to measure the short- and medium-term labour market situation of graduates of Canadian public post-secondary education institutions (universities, colleges and vocational/technical training schools).

This survey is designed to determine such factors as: the extent to which graduates of postsecondary programs have been successful in obtaining employment since graduation; the relationship between the graduates' programs of study and the employment subsequently obtained; the graduates' job and career satisfaction; the rates of under-employment and unemployment; the type of employment obtained in relation to career expectations and the qualifications required; and the influence of postsecondary education on occupational achievement.

Frequency

Cross-sectional and longitudinal, irregular. Each graduating class is interviewed twice: two years after graduation and five years after graduation:

- 1978 (class of 1976)
- 1984 (class of 1982)
- 1987 (follow-up: class of 1982)
- 1988 (class of 1986)
- 1991 (follow-up: class of 1986)
- 1992 (class of 1990)
- 1995 (follow-up: class of 1990)
- 1997 (class of 1995)
- 2000 (follow-up: class of 1995)
- 2002 (class of 2000)
- 2005 (follow-up: class of 2000)

Target population

Graduates from Canadian public postsecondary education institutions (universities, colleges, trade schools) who graduated or completed the requirements for degrees, diplomas or certificates during the reference calendar year are the targeted population for this survey. Excluded are: graduates from private postsecondary education institutions; completers of continuing-education programs (unless these led to a degree, diploma or certificate); persons who completed vocational programs lasting less than three months; persons who completed programs other than in the skilled trades (e.g. basic training and skill development); completers of provincial apprenticeship programs and those living outside of Canada or the United States at the time of the survey.

Sample size

The size of the final sample for the 2002 survey was 38,483.

Sample size based on main linguistic characteristic

The data provided, based on the respondent's mother tongue and province of residence at the time of the interview, are those for the 2000 graduating class according to their responses in 2002. The question on mother tongue was not asked in the 2005 follow-up.

Table 4.4
Sample size for official-language minorities, based on the criterion of the respondent's mother tongue and province of residence at the time of the survey, National Graduates Survey, 2005

Language	Canada less Quebec	Quebec
	number	
French	1,573	...
English	...	756
English and French	175	95
Total	**1,748**	**851**

Source(s): Statistics Canada, National Graduates Survey, 2005.

Available linguistic characteristics

The first two questions are not asked on the follow-up survey.

What language did you first learn at home in childhood and still understand?

At the time of your graduation, what languages could you speak well enough to conduct a conversation?

In this job, what language do you use most often?

Do you use any other languages on a regular basis in this job?

What other languages do you use on a regular basis in this job?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5012&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

National Apprenticeship Survey (NAS) (2007)
Record number: 3160

Summary

The National Apprenticeship Survey (NAS) is the most comprehensive data source on apprenticeship, collected from apprentices. It provides a standardized source of data across all provinces and territories. The National Apprenticeship Survey collects information on the work and training experiences of apprentices before, during and after their involvement with their apprenticeship program.

The survey has three major objectives:

1. to better understand why a large percentage of registered apprentices do not complete the program;
2. to better understand to what extent program completion effects the labour market outcome of journeymen; and
3. to identify why some apprentices take much longer to complete the program than expected.

Frequency

Cross-sectional, occasional: 1989-1990, 1994 (National Apprenticed Trades Survey) and 2007.

Target population

The target population is the registered apprentices in the ten provinces, Yukon and Northwest Territories from the reference years (for the 2007 Survey, the reference years are years of 2002, 2003 and 2004). Nunavut was excluded as they did not participate. This survey specifically targets the following three groups of apprentices: Completers, Discontinuers and Long-term continuers. For Completers and Discontinuers, apprentices had to be identified as such on the list of apprentices provided by each jurisdiction for the reference years 2002, 2003 and 2004. Long-term continuers were defined as all active apprentices (continuers) as of December 31, 2004 that registered as apprentices before the year 2000 (in the same trade as of the one in 2004). At the collection stage, a selected person from any of the three groups defined above was considered in scope for the survey if that person had some apprentice activities between 2000 and 2004.

Sample size

The final size of the sample is 30,572 persons.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to identify official-language minorities in the NAS is the language spoken most often at home.

Table 4.5
Sample size for official-language minorities, based on the criterion of language spoken most often at home, National Apprenticeship Survey, 2007

Language	Canada less Quebec	Quebec
	number	
French / English and French	817	...
English / English and French	...	305

Source(s): Statistics Canada, National Apprenticeship Survey, 2007.

Available linguistic characteristics

What language do you speak most often at home?

What language do you speak most often at work?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3160&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Survey of Approaches to Educational Planning (SAEP) (2002)
Record number: 4442

Summary

The primary objective of the Survey of Approaches to Educational Planning (SAEP) is to improve our understanding of the processes by which the parents/guardians of children aged 0 to 18 marshal the monetary and non-monetary resources needed to successfully pursue post-secondary education. These include financial saving strategies, parents/guardians' attitudes and values in respect to post-secondary education, the child's demonstration of commitment to education through academic performance and extra-curricular involvement.

This survey has been discontinued as of 2008. The data are now collected by the Access and Support to Education and Training Survey (ASETS, record number 5151).

Frequency

Cross-sectional, occasional: 1999 and 2002

Target population

Since the Survey of Approaches to Educational Planning (SAEP) is conducted as a supplement to the Labour Force Survey (LFS), SAEP data were collected from a sub-sample of the households in the LFS in October 2002.

For the Survey of Approaches to Educational Planning, the coverage of the LFS was modified to include only those households with at least one child aged 18 and under and, within those households, only one randomly selected child.

Sample size

The size of the final sample is 10,788 children aged 0 to 18.

Sample size based on main linguistic characteristic

The main linguistic characteristic for this survey is the language spoken most often in the household.

Table 4.6
Sample size for official-language minorities, based on the criterion of the language spoken most often in the household, Survey of Approaches to Education Planning, 1999 and 2002

Year	Canada less Quebec - French	Quebec - English
	number	
1999*	699	306
2002	343	111

* The 1999 data include multiple responses.
Note(s): Data obtained from public use microdata files.
Source(s): Statistics Canada, Survey of Approaches to Education Planning, 1999 and 2002.

Available linguistic variables

What is the language spoken most often in your household?

Are there any other languages spoken in your household? (only in 2002)

What other languages are spoken in your household?

Website:http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4442&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

5. The PISA/YITS project – Program for International Student Assessment / Youth in Transition Survey

The PISA/YITS Project consists of two parallel programs: the Program for International Student Assessment (PISA, survey number 5060) and the Youth in Transition Survey (YITS, survey numbers 5058 and 4435).

The Program for International Student Assessment (PISA) is an international cross-sectional assessment of the skills and knowledge of 15 year-olds. It aims to assess whether students approaching the end of compulsory education have acquired the knowledge and skills that are essential for full participation in society.

The Youth in Transition Survey (YITS) is a longitudinal assessment designed to identify and shed light on the major transitions in young people's lives, including virtually all formal educational experiences and most labour market experiences. It also covers the factors influencing these transitions: family background, educational experiences, achievement, aspirations and expectations, and labour market experiences.

The Youth in Transition Survey (YTS) includes two cohorts: 15 year-olds (born in 1984) and 18 to 20 year-olds (born in 1979 to 1981). In 2000, the 15 year-old respondents participated in both surveys, PISA (registration number 5060) and YITS (registration number 5058), while the respondents in the second cohort, namely those aged 18 to 20, participated only in YITS (registration number 4435). Since 2002, both these cohorts have been followed-up longitudinally every two years.

The three surveys, PISA (5060), YITS (5058) and YITS (4435), are presented on the following pages.

Programme for International Student Assessment (PISA)
Record number: 5060

Summary

Programme for International Student Assessment (PISA) is an international assessment of the skills and knowledge of 15 year-olds which aims to assess whether students approaching the end of compulsory education have acquired the knowledge and skills that are essential for full participation in society. The Program for International Student Assessment is developed jointly by member countries of the Organisation for Economic Co-operation and Development (OECD).

The survey gathers cross-sectional data, and will use a new sample of 15 year-olds for each cycle of the survey. The Program for International Student Assessment assessments take place every three years and focus on three domains: reading literacy, mathematical literacy and scientific literacy. While the three domains form the core of each cycle, two-thirds of the assessment time in each cycle will be devoted to a "major" domain. Respondents from the first cycle are followed-up longitudinally with YITS (5058) every two years starting in 2002.

An international dataset, which includes Canadian data and full documentation for this dataset, can be found under www.pisa.oecd.org.

Frequency

Cross-sectional, every three years: 2000, 2003, 2006 and 2009

Target population

The survey population was comprised of students who were 15 years of age and were attending any form of schooling in the ten provinces of Canada. Schools on Indian reserves were excluded, as were various types of schools for which it would be infeasible to administer the survey, such as home schooling and special needs schools. These exclusions represent less than 4% of 15-year-olds in Canada.

Sample size

The total sample size for three of the cycles (2000, 2003 and 2006) is presented in table 5.1.

Sample size based on main linguistic characteristic

According to the information available on this survey, the respondents' main linguistic characteristic is the language spoken most often at home. This characteristic is derived from the language in which the respondent takes the examination and the question on the language spoken most often at home (with the possible responses to this variable being language of the examination, other national language or another language).

Table 5.1
Sample size for official-language minorities, based on the criterion of language spoken most often at home, Programme for International Student Assessment, 2000 to 2006

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
2000	2,039	1,123	29,687
2003	1,881	954	27,953
2006	1,716	1,232	22,646

Note(s): Data for 2009 are not yet available.
Source(s): Statistics Canada, Programme for International Student Assessment, 2000 to 2006.

Available linguistic variables

What language do you speak at home most of the time? (student questionnaire)

Are you currently enrolled in an English Immersion Program? (student questionnaire)

Are you currently enrolled in a French Immersion Program? (student questionnaire)

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5060&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Youth in Transition Survey (YITS) (2008)
Record number: 5058

Summary

The Youth in Transition Survey (YITS) is designed to identify and shed light on the major transitions in young people's lives (education, training and work), as well as the factors influencing those transitions. The survey includes measurement of major transitions in young people's lives, including virtually all formal educational experiences and most labour market experiences. It also includes the factors influencing these transitions, notably family background, educational experiences, achievement, aspirations and expectations, and labour market experiences.

The Youth in Transition Survey (5058) collects data from 15-year-olds (born in 1984) who, in 2000, also participated in the Program for International Student Assessment (PISA, survey number 5060). This cohort is then followed up longitudinally every two years with YITS.

Frequency

Longitudinal, biennial

Table 5.2
Reference periods for cycles 1 to 5 of the Youth in Transition Survey, 2000 to 2008

Cycle	Survey year	Reference period
	number	
Cycle 1	2000	1998 to 1999
Cycle 2	2002	2000 to 2001
Cycle 3	2004	2002 to 2003
Cycle 4	2006	2004 to 2005
Cycle 5*	2008	2006 to 2007

* Data from cycle 5 are scheduled for release in the summer of 2009.

Source(s): Statistics Canada, Youth in Transition Survey, 2000 to 2008.

Target population

The survey population for the Reading Cohort (5058) comprises persons age 15 at the time of the survey who were attending any form of schooling in the ten provinces of Canada. Schools on Indian reserves were excluded, as were various types of schools for which it would be infeasible to administer the survey, such as home schooling and special needs schools. It is the same population as for PISA (record number 5060).

Sample size

The sample sizes for the YITS cycles (5058) are presented in table 5.3.

Sample size based on main linguistic characteristic

For Youth in Transition Survey, the main linguistic characteristic used to determine the sample sizes for official-language minorities is mother tongue. This variable is included in the parent questionnaire for PISA, cycle 1.

Table 5.3
Sample size for official-language minorities, based on the criterion of mother tongue, cycles 1 to 4, cohort of 15-year-olds, Youth in Transition Survey, 2000 to 2006

Cycle	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Cycle 1 (2000)	2,188	857	29,687
Cycle 2 (2002)	1,938	785	26,854
Cycle 3 (2004)	1,694	629	22,626
Cycle 4 (2006)	1,425	501	18,762

Note(s): Data from cycle 5 are scheduled for release in the summer of 2009.
Source(s): Statistics Canada, Youth in Transition Survey, 2000 to 2006.

Available linguistic characteristics

Some questions are included in the parent questionnaire for PISA, cycle 1:

What is the language that this person first learned at home in childhood and still understands?

What languages can this person speak well enough to conduct a conversation?

The following questions are included in the YITS questionnaire or in both the PISA and YITS questionnaires:

What language do you speak at home most of the time? (PISA cycle 1 and YITS cycle 2)

How would you rate your current ability to speak English? (YITS cycles 2, 3, 4 and 5)

How would you rate your current ability to speak French? (YITS cycles 2, 3, 4 and 5)

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5058&lang=fr&db=imdb&adm=8&dis=2

Youth in Transition Survey (YITS) (2008)
Record number: 4435

Summary

The Youth in Transition Survey (YITS) is a longitudinal survey designed to collect relevant strategic information on school-work transitions that youths experience, as well as the factors that influence their pathways in the context of education, training and work. The survey includes the measurement of virtually all formal educational experiences and most labour market experiences. It also includes the factors influencing these transitions, notably family background, educational experiences, achievement, aspirations and expectations, and labour market experiences.

The Youth in Transition Survey (4435) collects data from youths aged 18 to 20 (born from 1979 to 1981). This cohort is followed up longitudinally every two years.

Frequency

Longitudinal, biennial

Table 5.4
Reference periods for cycles 1 to 5 of the Youth in Transition Survey, 2000 to 2008

Cycle	Survey year	Reference period
	number	
Cycle 1	2000	1998 to 1999
Cycle 2	2002	2000 to 2001
Cycle 3	2004	2002 to 2003
Cycle 4	2006	2004 to 2005
Cycle 5*	2008	2006 to 2007

* Data from cycle 5 are scheduled for release in the summer of 2009.

Source(s): Statistics Canada, Youth in Transition Survey, 2000 to 2008.

Target population

The survey population for the 18 to 20 year-old cohort includes persons born in the years 1979 to 1981 inclusive. Geographically, the population for survey 4435 excludes the northern territories, Indian reserves, Canadian Forces bases and some remote areas. The sample is drawn from the list of household members in the Labour Force Survey (LFS).

Sample size

The total size of the sample for the cycles of YITS (4435) is shown in table 5.5. Data from cycle 5 are scheduled for release in the summer of 2009.

Table 5.5
Final sample sizes for cycles 1 to 5 of the Youth in Transition Survey, 2000 to 2008

Cycle	Sample size
	number
Cycle 1 (2000)	22,378
Cycle 2 (2002)	18,779
Cycle 3 (2004)	14,817
Cycle 4 (2006)	12,435
Cycle 5 (2008)	9,946

Source(s): Statistics Canada, Youth in Transition Survey, 2000 to 2008.

Sample size based on main linguistic characteristic

Sample sizes based on the main linguistic characteristic for YITS (4435) are based on mother tongue, namely the first language learned in childhood and still understood, and on the province of residence in cycle 1.

Table 5.6
Sample size for official-language minorities, based on the criterion of mother tongue, cycles 1 to 4 of the Youth in Transition Survey, 2000 to 2006

Cycle	Canada less Quebec - French	Quebec - English
	number	
Cycle 1 (2000)	1	216
Cycle 2 (2002)	712	160
Cycle 3 (2004)	571	115
Cycle 4 (2006)	489	91

Source(s): Statistics Canada, Youth in Transition Survey, 2000 to 2006.

Available linguistic characteristics

What is the language that you first learned at home in childhood and still understand? (cycle 1)

What languages are you capable of working in? (cycle 1)

What language do you speak most often at home? (cycle 2)

In what languages can you speak well enough to conduct a conversation? (cycles 3 and 4)

How would you rate your current ability to speak English? (cycles 2, 3, 4 and 5)

How would you rate your current ability to speak French? (cycles 2, 3, 4 and 5)

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4435&lang=fr&db=imdb&dbg=f&adm=8&dis=2

6. Youth

National Longitudinal Survey of Children and Youth (NLSCY) (2006 to 2007) Record number: 4450

Summary

The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study of Canadian children that follows their development and well-being from birth to early adulthood. The National Longitudinal Survey of Children and Youth began in 1994 and is jointly conducted by Statistics Canada and Human Resources and Social Development Canada (HRSDC), formerly known as Human Resources Development Canada (HRDC).

The study is designed to collect information about factors influencing a child's social, emotional and behavioural development and to monitor the impact of these factors on the child's development over time.

The survey covers a comprehensive range of topics including the health of children, information on their physical development, learning and behaviour as well as data on their social environment (family, friends, schools and communities).

Frequency

Longitudinal, biennial, since 1994/1995:

- 1994/1995 (cycle 1)
- 1996/1997 (cycle 2)
- 1998/1999 (cycle 3)
- 2000/2001 (cycle 4)
- 2002/2003 (cycle 5)
- 2004/2005 (cycle 6)
- 2006/2007 (cycle 7)

Target population

The target population comprises children aged 0 to 11 at the time of their selection living in Canada's 10 provinces. The survey excludes children living on Indian reserves or Crown lands, residents of institutions, full-time members of the Canadian Armed Forces, and residents of some remote regions.

Sample size

The sample for cycle 6 consists of approximately 26,000 children and youth (including non-respondents). For cycle 6, children who were aged 0 to 5 on December 31, 2004 may be considered as representative of the 2004 cross-sectional population. This cross-sectional sample is composed of the sample of children aged 0 to 1 selected in 2000, 2002, and 2004 and a supplementary sample of children aged 2 to 5 in 2004.

Starting with cycle 7, there are three "groups" of children and youth. Group 1 consists of children aged 0 to 9 in 2006/2007. Cross-sectional data are available at the federal and provincial levels and for age groups, sometimes longitudinally (see cycle 7, NLSCY, User Guide, section 11.1.2). Children can be grouped according to various characteristics, including linguistic characteristics, to conduct cross-sectional analyses.

Group 2 consists of youth aged 12 to 17 in 2006/2007. These youth and their parents were interviewed for the NLSCY for the first time in 1994/1995, when they were between 0 and 7 years of age, and they continued to be interviewed every two years. Only longitudinal data are available for group 2 youth in cycle 7; they can therefore only represent children aged 0 to 7 who were living in one of the ten provinces on January 1, 1995.

Group 3 consists of youth aged 18 to 23 in 2006/2007. These youth, like those in group 2, were interviewed for the NLSCY for the first time in 1994/1995 when they are between 8 and 11 years of age. They were re-interviewed for the NLSCY every two years thereafter. Data are available only longitudinally for youth aged 18 to 23 in cycle 7; they are therefore only representative of youth aged 8 to 11 who were living in one of the ten provinces on January 1, 1995.

Sample size based on main linguistic characteristic

The main linguistic characteristic retained for the NLSCY is the first language learned and still understood, and hence the mother tongue. Questions on the languages spoken and understood by the child are contained only in the child questionnaire administered to parents. Once a child or youth in the NLSCY reaches age 18, the parents are no longer interviewed, and thus the questions on languages are no longer asked. Consequently, the main linguistic characteristic for youth aged 18 and over is based on the responses obtained from the parents in their last interview, when the youth was 16 or 17 years of age.

From group 1 in cycle 7, there are approximately 20,000 children aged 0 to 9 in the sample: 600 live outside Quebec and have French as their mother tongue, while 150 live in Quebec and have English as their mother tongue.

In cycle 7, there are approximately 6,300 children who are aged 12 to 17 and are therefore in group 2. Outside Quebec, 200 youth have French as their mother tongue and 50 in Quebec have English as their mother tongue. The size of the sample of Anglophone youth in Quebec is such that only very limited analyses can be performed on this sub-population.

The sample for cycle 7 contains approximately 3,900 youth who are in Group 3 and are therefore aged 18 to 23. Of these, 130 outside Quebec had French as their mother tongue when they were 16 or 17 years of age, while 35 in Quebec had English as their mother tongue when they were of the same age. The size of the sample of youth with English as their mother tongue in Quebec is such that only very limited analyses can be performed on this sub-population

Available linguistic characteristics

The questions presented here are those available in cycle 7. The questions vary according to the age groups of the children or youth. These variations are indicated next to each question.

In what language can this child conduct a conversation? (ages 0 to 9 and 12 to 17 with the exception of 16 or 17-year-olds living independently)

What is the language that this child first learned at home in childhood and still understands? (ages 0 to 9 and 12 to 17 with the exception of 16 or 17-year-olds living independently)

What language(s) did he/she speak most often at home? (ages 0 to 9 and 12 to 17 with the exception of 16 or 17-year-olds living independently)

What language(s) are spoken to this child most often at home by you (and your spouse)? (ages 0 to 9 and 12 to 17 with the exception of 16 or 17-year-olds living independently)

In what language is this child mainly taught? (ages 4 to 9 and 12 to 15 attending school)

Is this child in a language immersion program? (ages 4 to 9 and 12 to 15 attending school)

As far as you know, approximately what percentage of his/her time is spent in the immersion language? (ages 4 to 9 and 12 to 15 attending school and participating in a language immersion program)

Is this child usually able to be understood completely when speaking with strangers in his/her own language? (age 4 or 5)

Is he/she able to be understood partially when speaking with strangers in his/her own language? (age 4 or 5)

Is he/she able to be understood completely when speaking with those who know him/her well? (age 4 or 5)

Is he/she able to be understood partially when speaking with those who know him/her well? (age 4 or 5)

Currently, in what language are you mainly taught? (youth aged 16 and over who are currently in secondary school)

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4450&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Microdata User Guide, National Longitudinal Survey of Children and Youth (NLSCY), cycle 7, September 2006 to July 2007: http://www.statcan.gc.ca/imdb-bmdi/document/4450_D4_T9_V7-eng.pdf

7. Health

Survey on Ageing and Independence (SAI) (1991)
Record number: 3885

Summary

The purpose of the Survey on Ageing and Independence (SAI) is to provide "baseline" information on factors important to remaining independent and to measure a wide range of characteristics of Canadians, 45 years of age and older. Three main factors, which influence independence later in life, are identified: physical and mental wellbeing, social life and income.

Frequency

One time only, 1991

Target population

The target population includes the Canadian population aged 45 and over. Specifically excluded from the survey's coverage are residents of the Yukon and Northwest Territories, persons living on Indian Reserves, full-time members of the Canadian Armed Forces and residents of institutions

Sample size

The final sample size is 20,036 respondents.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to determine the size of the samples of official-language minorities is the question on knowledge of languages, namely "What languages do you speak well enough to conduct a conversation?"

Table 7.1
Sample size for official-language minorities, based on the criterion of knowledge of languages, Survey on Ageing and Independence, 1991

Language	Canada less Quebec	Quebec
	number	
French / English and French	837	...
English / English and French	...	304

Note(s): Data drawn from public use microdata file.
Source(s): Statistics Canada, Survey on Ageing and Independence, 1991.

Available linguistic characteristics

What languages do you speak well enough to conduct a conversation?

What is your main language that is the language in which you are most at ease?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3885&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Canadian Community Health Survey (CCHS) (2007)
Record number: 3226

Summary

The Canadian Community Health Survey is a cross-sectional survey that collects information related to health status, health care utilization and health determinants for the Canadian population. It relies upon a large sample of respondents and is designed to provide reliable estimates at the health region level. The Canadian Community Health Survey has the following objectives:

- Support health surveillance programs by providing health data at the national, provincial and infraprovincial levels;
- Provide a single data source for health research on small populations and rare characteristics;
- Timely release of information easily accessible to a diverse community of users;
- Create a flexible survey instrument that includes a rapid response option to address emerging issues related to the health of the population.

The Canadian Community Health Survey has four content components: the core content, the theme content, the optional content and the rapid response content. The core content is collected from all survey respondents and will remain relatively unchanged over several years. The theme content, also collected from the entire sample, varies from year to year. The optional content fulfils the need for data at the health region level. This content, while often harmonized across the province, is unique to each region or province and may vary from year to year. Lastly, the rapid response component is offered to organizations interested in national estimates on an emerging or specific issue related to the population's health. The rapid response content may be included in the survey in each collection period, that is, in every two month period.

In addition to the main cycles, the CCHS has special surveys on specific themes: cycle 1.2 on mental health (2002, record number 5015), cycle 2.2 on nutrition (2004, record number 5049) and cycle 4.2 on healthy aging (December 2008, record number 5146). These three surveys are indexed in this document.

Frequency

The main survey (cycles .1) has been annual since 2007, while special surveys are occasional.

- Cycle 1.1: 2001
- Cycle 1.2 on mental health: 2002 (survey number 5015)
- Cycle 2.1: 2003
- Cycle 2.2 on nutrition: 2004 (survey number 5049)
- Cycle 3.1: 2005
- Cycle 3.2: There is none
- Cycle 4.1: 2007
- Cycle 4.2 on healthy aging: 2008 (survey number 5146)

Before 2007, data collection took place every two years and covered a one-year period. Data are available for 2001, 2003 and 2005. In 2007, major changes were made to the design of the survey. These changes were proposed in order to increase the efficiency and flexibility of the survey by collecting data on an ongoing basis. Data are now collected each year, rather than every two years as was done before 2007.

Target population

The target population of the CCHS is all Canadians aged 12 and over residing in the ten provinces and 3 territories. Excluded from the sampling frame are individuals living on Indian Reserves and on Crown Lands, institutional residents, full-time members of the Canadian Forces, and residents of certain remote regions.

Sample size

The total sample size for each of the CCHS cycles is shown in table 7.2.

Sample size based on main linguistic characteristic

The main linguistic characteristic used for the CCHS is mother tongue, namely the first language learned at home in childhood and still understood. Only single responses are included in the table.

Table 7.2
Sample size for official-language minorities, based on the criterion of mother tongue, for cycles 1.1, 2.1, 3.1, 4.1 of the Canadian Community Health Survey, 2001 to 2007

Cycle and year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Cycle 1.1, 2001	6,456	1,281	131,535
Cycle 2.1, 2003	6,380	1,784	135,573
Cycle 3.1, 2005	6,440	1,731	132,947
Cycle 4.1, 2007*	3,289	697	65,946

* Starting in 2007, data are collected each year from half the original sample.
Note(s): Two collection years will be combined to produce a two-year file.
Source(s): Statistics Canada, Canadian Community Health Survey, 2001 to 2007.

Available linguistic variables

What is the language that you first learned at home in childhood and can still understand?

In what languages can you conduct a conversation?

What language do you speak most often at home?

Do you and this doctor usually speak in English, in French, or in another language?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3226&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Canadian Community Health Survey - Mental Health and Well-being (CCHS) (cycle 1.2) (2002)
Record number: 5015

Summary

Cycle 1.2 mainly measures aspects linked to the mental health of Canadians. This cycle was then named "Canadian Community Health Survey-Mental Health and Well-being". The primary objectives of the CCHS Mental Health and Well-being are to:

- Provide timely, reliable, cross-sectional estimates of mental health determinants, mental health status and mental health system utilization across Canada;
- Determine prevalence rates of selected mental disorders to assess the impact of burden of illness;
- Juxtapose access and utilization of mental health services with respect to perceived needs; and
- Assess the disabilities associated with mental health problems to individuals and society.

Frequency

One time only, 2002

Target population

This survey targets persons aged 15 years and older living in private occupied dwellings in the ten provinces. The survey excludes from its target population those living in the three territories, on Indian Reserves and Crown lands, residents of institutions, full-time members of the Canadian Armed Forces and residents of some remote areas.

Sample size

The final size of the sample is 36,984 persons.

Sample size based on main linguistic characteristic

The main characteristic used for determining the size of the samples of official-language minorities in the CCHS, cycle 1.2, is mother tongue, namely the first language learned in childhood and still understood. The data presented cover single responses only.

Table 7.3
Sample size for official-language minorities, based on the criterion of mother tongue, Canadian Community Health Survey – Mental health and well-being, cycle 1.2, 2002

Language	Canada less Quebec	Quebec
	number	
French	1,918	...
English	...	289

Source(s): Statistics Canada, Canadian Community Health Survey – Mental health and well-being, cycle 1.2, 2002.

Available linguistic characteristics

What is the language that you first learned at home in childhood and can still understand?

In what languages can you conduct a conversation?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5015&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Canadian Community Health Survey - Nutrition (CCHS cycle 2.2) (2004)
Record number: 5049

Summary

In recognition of a critical need for more extensive and recent information about the nutrition of Canadians, it was decided that cycle 2.2 of CCHS would focus on nutrition in 2004. The primary goal of the Nutrition Survey is to provide reliable, timely information about dietary intake, nutritional well-being and their key determinants to inform and guide programs, policies and activities of federal and provincial governments and local health agencies.

The main objectives of the survey include:

- estimating the distribution of usual dietary intake in terms of foods, food groups, dietary supplements, nutrients and eating patterns among a representative sample of Canadians at national and provincial levels using a 24-hour dietary recall;
- gathering physical measurements for accurate body height and weight assessment;
- measuring the prevalence of household food insecurity;
- collecting data on selected health conditions and socio-economic and demographic characteristics of respondents.

Frequency

One time only, 2004

Target population

The survey targets respondents from all age groups living in private occupied dwellings in the ten provinces. Excluded from the sampling frame were residents of the three territories, persons living on Indian reserves or Crown lands, persons living in institutions, full-time members of the Canadian Forces and residents of some remote regions.

Sample size

The size of the final sample is 35,107 persons.

Sample size based on main linguistic characteristic

The main characteristic retained for determining the size of the sample of official-language minorities is mother tongue, namely the first language learned in childhood and still understood. The data presented cover single responses only.

Table 7.4
Sample size for official-language minorities, based on the criterion of mother tongue, Canadian Community Health Survey – Nutrition, cycle 2.2, 2004

Language	Canada less Quebec	Quebec
	number	
French	1,654	...
English	...	252

Source(s): Statistics Canada, Canadian Community Health Survey – Nutrition, cycle 2.2, 2004.

Available linguistic variables

What is the language that you first learned at home in childhood and can still understand?

In what languages can you conduct a conversation?

What language do you speak most often at home?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5049&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Canadian Community Health Survey - Healthy Aging (CCHS) (cycle 4.2) (2008)
Record number: 5146

Summary

The purpose of the Canadian Community Health Survey - Healthy Aging is to collect new information about the factors, influences and processes that contribute to healthy aging through a multidisciplinary approach focusing on health, social and economic determinants. The survey focuses on the health of Canadians aged 45 and over by examining the various factors that impact healthy aging, such as general health and well-being, physical activity, use of health care services, social participation, as well as the transition from work to retirement.

Frequency

One time only, 2009

Target population

The target population of the Healthy Aging component of the Canadian Community Health Survey includes Canadians and permanent residents aged 45 and over living in private occupied dwellings in the ten provinces. Excluded from the sampling frame were residents of the three territories, persons living on Indian reserves or Crown lands, persons living in institutions, full-time members of the Canadian Forces and residents of some remote regions.

Sample size

The data are not yet available.

Available linguistic variables

What is the language that you first learned at home in childhood and can still understand?

What language do you speak most often at home?

In what languages can you conduct a conversation?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5146&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

National Population Health Survey - (NPHS)
Record number: 3225 (household component – longitudinal)

Summary

The National Population Health Survey (NPHS) collects longitudinal information related to the health of the Canadian population and related socio-demographic information. It was developed following a recommendation by the National Health Information Council (NHIC) to conduct an ongoing national survey of population health.

The Household component started in 1994/1995 and is conducted every two years. The first three cycles (1994/1995, 1996/1997 and 1998/1999) were both cross-sectional and longitudinal (see NPHS, record number 3236). Beginning in cycle 4 (2000/2001) the Household component became strictly longitudinal (for example, collecting health information from the same individuals each cycle). Since 2000, the Canadian Community Health Survey (CCHS, record number 3226) became the vehicle for the cross-sectional component.

Each cycle, a common set of health questions is asked to the respondents which allow analyzing changes in the health of the respondents over time. In addition to the common set of questions asked in cycles 1, 2 and 3, the questionnaire does include focus content and supplements that change from cycle to cycle.

The subjects covered by the NPHS are the following:

- Injuries
- Factors influencing health
- Disability
- Diseases and health conditions
- Measures of health (i.e., self-reported height and weight)
- Prevention and detection of disease
- Health services performance and utilization
- Mental health and well-being
- Health

The National Population Health Survey also has a health care institution component (survey number 5003; longitudinal, biennial: 1994/1995 to 2002/2003) and a North component (survey number 5004; longitudinal, biennial: 1994/1995, 1996/1997, 1998/1999). The former does not contain any questions on linguistic characteristics. The latter has a sample of 1,500 respondents for the Northwest Territories (including Nunavut) and 1,500 for Yukon.

Frequency

Survey number 3225 is longitudinal and biennial; since 1994/1995.

Target population

The target population of the longitudinal NPHS Household component includes household residents in the ten Canadian provinces in 1994/1995 excluding persons living on Indian Reserves and Crown Lands, residents of health institutions, full-time members of the Canadian Forces Bases and some remote areas in Ontario and Quebec.

Sample size

The sample size for the longitudinal component is 17,276 respondents, followed up every two years since 1994/1995.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to identify official-language minorities in the NPHS, longitudinal Household component, is mother tongue, namely the first language learned and still understood by the respondent (single responses).

Table 7.5
Sample size for official-language minorities, based on the criterion of mother tongue, for the longitudinal Household component of the National Population Health Survey, 1994 to 2007

Cycle and year	Canada less Quebec - French	Quebec - English
	number	
Cycle 1 (1 June 1994 to 30 June 1995)	889	215
Cycle 2 (1 June 1996 to 30 June 1997)	778	188
Cycle 3 (28 Mayi 1998 to 19 June 1999)	723	166
Cycle 4 (1 June 2000 to 30 June 2001)	666	167
Cycle 5 (30 May 2002 to 5 July 2003)	586	155
Cycle 6 (27 May 2004 to 8 July 2005)	538	133
Cycle 7 (1 June 2006 to 7 July 2007)	506	134

Source(s): Statistics Canada, National Population Health Survey, 1994 to 2007.

Available linguistic characteristics

What is the language that you first learned at home in childhood and can still understand?

In what languages can you conduct a conversation?

Are you usually able to be understood completely when speaking with strangers in your own language?

Are you able to be understood partially when speaking with strangers?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3225&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

National Population Health Survey (NPHS)
Record number: 3236 (household component – cross-sectional)

Summary

The first three cycles of the NPHS included longitudinal and cross-sectional components. Since cycle 4 (2000-2001), it became just longitudinal (see record number 3225). The cross-sectional component is now a part of the Canadian Community Health Survey (CCHS, record number 3226).

The general file of the cross-sectional household component contains data taken from questions posed to all household members relating to their socio-demographic characteristics and on the state of their general health. The file on health contained data taken from detailed questions on the health of the respondent chosen as the head of the household.

Target population

The target population of the cross-sectional NPHS included all age household residents from all provinces, with the principal exclusion of populations on Indian Reserves, Canadian Forces Bases and some remote areas in Quebec and Ontario.

Sample size

The size of the samples for the three cross-sectional cycles of the NPHS is shown in table 7.6.

Table 7.6
Sample sizes for the three cycles of the cross-sectional household component of the National Population Health Survey, 1994 to 1999

Cycle and year	Cross-sectional component - health part	Cross-sectional component - general part
	number	
Cycle 1 (1 June 1994 to 30 June 1995)	17,626	58,439
Cycle 2 (1 June 1996 to 30 June 1997)	81,804	210,377
Cycle 3 (28 May 1998 to 19 June 1999)	17,244	49,046

Note(s): By "general part," we mean the information collected from all members of the selected household. "Health part" refers to the information collected from the respondent selected within the household. The numbers shown come from the main sample, which includes the supplementary sample (cycles 1 and 2) and the cycle 3 top-up.
Source(s): Statistics Canada, National Population Health Survey, 1994 to 1999.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to identify official-language minorities is mother tongue, namely the first language learned and still understood by the respondent.

Table 7.7
Final sample size and sample size for official-language minorities, based on the criterion of the respondent's mother tongue, for the three cycles of the cross-sectional household component of the National Population Health Survey, general part, 1994 to 1999

Cycle and year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Cycle 1 (1 June 1994 to 30 June 1995)	3,180	521	58,439
Cycle 2 (1 June 1996 to 30 June 1997)	8,868	497	210,377
Cycle 3 (28 May 1998 to 19 June 1999)	2,185	491	49,046

Note(s): By "general part," we mean the information collected from all members of the selected household. The numbers shown come from the main sample, which includes the supplementary sample (cycles 1 and 2) and the cycle 3 top-up.
Source(s): Statistics Canada, National Population Health Survey, general part, 1994 to 1999.

Table 7.8
Final sample size and sample size for official-language minorities, based on the criterion of the respondent's mother tongue, for the three cycles of the cross-sectional household component of the National Population Health Survey, health part, 1994 to 1999

Cycle and year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Cycle 1 (1 June 1994 to 30 June 1995)	1,084	185	17,626
Cycle 2 (1 June 1996 to 30 June 1997)	3,649	184	81,804
Cycle 3 (28 May 1998 to 19 June 1999)	819	190	17,244

Note(s): By "health part," we mean the information collected from the respondent selected within the household. The numbers shown come from the main sample, which includes the supplementary sample (cycles 1 and 2) and the cycle 3 top-up.
Source(s): Statistics Canada, National Population Health Survey, health part, 1994 to 1999.

Available linguistic variables

What is the language that you first learned at home in childhood and can still understand?

In what languages can you conduct a conversation?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3236&lang=en&db=IMDB&dbg=f&adm=8&dis=2

Participation and Activity Limitation Survey (PALS) (2006) Record number: 3251

Summary

Participation and Activity Limitation Survey (PALS) is a post-censal survey that collects data on persons (adults and children) whose day-to-day activities may be limited because of a condition or health problem. Survey results will help to identify difficulties and barriers these Canadians may face.

The Health and Activity Limitation Survey (HALS, record number 3251) was about persons with disabilities in 1986 and 1991. In 2001 the Health and Activity Limitation Survey was renamed the Participation and Activity Limitation Survey.

Frequency

Cross-sectional, since 2001, post-censal.

Target population

The population covered by PALS includes all persons who were living in Canada at the time of the census and who answered yes to one of the census questions on activity limitations. The target population of PALS is the subset of the surveyed population that also reported disabilities in PALS.

The scope of the survey is limited to persons living in private households and some collective households in the ten provinces and the three territories. Excluded are residents of First Nation reserves, residents of institutional collective dwellings and individuals living on military bases, Canadian Armed Forces vessels, merchant vessels or coast guard vessels or in campgrounds or parks.

Sample size

The final size of the 2006 PALS sample is 35,704 individuals: 7,072 children (persons under 15 years of age) and 28,632 adults (aged 15 and over).

Sample size based on main linguistic characteristic

The main linguistic characteristic used to identify official-language minorities is mother tongue. The totals included single responses and "English and French" responses.

Table 7.9
Sample size for official-language minorities, based on the criterion of mother tongue, Participation and Activity Limitation Survey, 2006

Group	Canada less Quebec - French	Quebec - English	Total sample size
	number		
Adults	1,357	312	28,632
Children	215	94	7,072
Total	**1,572**	**406**	**35,704**

Source(s): Statistics Canada, Participation and Activity Limitation Survey, 2006.

Available linguistic characteristics

The questions on linguistic characteristics in the PALS database come directly from the census database. They are therefore not included in the survey's interview questionnaire. These questions are as follows:

What is the language that this person first learned at home in childhood and still understands?

Can this person speak English or French well enough to conduct a conversation?

What language(s), other than English or French, can this person speak well enough to conduct a conversation?

What language(s) does this person speak most often at home?

Does this person speak any other languages on a regular basis at home?

In this job, what language did this person use most often?

Did this person use any other languages on a regular basis in this job?

First official language spoken (derived variable)

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3251&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Canadian Health Measures Survey (CHMS) (2007 to 2009)
Record number: 5071

Summary

The Canadian Health Measures Survey (CHMS) aims to collect important information on the health of the Canadian population through a questionnaire (on-site computer-assisted interview) and direct physical measurements at a mobile clinic. Collection will take place at 15 sites in Canada over a 24 month period.

By administering the questionnaire to households, the CHMS will gather information related to nutrition, smoking habits, alcohol use, medical history, current health status, sexual behaviour, lifestyle and physical activity, as well as demographic and socioeconomic characteristics. At the mobile clinic, direct measurements will be taken, such as blood pressure, height and weight, and respondents' physical fitness will be assessed. There will also be a clinical oral health examination to evaluate the association of oral health with major health concerns such as diabetes and respiratory and cardiovascular diseases. In addition, the survey is will collect blood and urine samples to test for chronic and infectious diseases, nutrition problems and environment markers.

All of this valuable information will create national baseline data on the extent of such major health concerns as diabetes, obesity, hypertension, cardiovascular disease, exposure to infectious diseases, and exposure to environmental contaminants. In addition, the survey will provide clues about illness and the extent to which many diseases may be undiagnosed among Canadians. The survey data will be used to examine the relationship between disease-related risk factors and health status on the basis of direct measurements. The survey will also provide a platform for exploring emerging health issues and new measurement techniques.

Up to now, in Canada we have been evaluating the health status of the population on the basis of self-reported information, isolated clinical studies and data drawn from U.S. studies. The Canadian Health Measures Survey will collect health information about Canadians that cannot be otherwise captured or that may be inaccurately reported through self-report questionnaires or health care records. Hospital and medical records do provide data, but only on those who have received or are undergoing treatment, or on those who seek medical advice regularly.

The Canadian Health Measures Survey will fill these gaps by collecting physical measurements from a random sample drawn from the Canadian population, therefore including healthy and less healthy persons who may or may not be receiving medical treatment. By examining such a cross-sectional sample, the CHMS will more easily be able to estimate the number of Canadians who have symptoms of an illness undiagnosed up to now or who might have health problems without knowing it.

Frequency

One time only, 2007 to 2009.

Target population

The target population for the CHMS covers those individuals between 6 and 79 years of age living in private occupied dwellings in the ten provinces and the three territories. Persons living on Indian Reserves or Crown lands, residents of institutions, full-time members of the Canadian Forces and residents of certain remote regions are excluded from this survey.

Sample

The sample was allocated over 10 age-gender groups, and 500 units per group will be required to produce national estimates, for a total of 5,000 reporting units.

Since reporting units have to go to a clinic located near their home for the physical measurements, site areas were limited to a radius of about 50 km (or up to 100 km for rural areas). To achieve this, collection sites were created using the Labour Force Survey's (LFS) area frame. The Labour Force Survey geographic units used to define the sites were also grouped with respect to provincial and census metropolitan-area boundaries and population density criteria.

Using this frame, 257 sites were created, including 2 sites in the territories. These sites were stratified based on the five regions of Canada: Atlantic, Quebec, Ontario, Prairies (including Yellowknife) and British Columbia (including Whitehorse). It was decided that a sample of 15 collection sites was required. These sites have been allocated by region in proportion to their populations: Atlantic (1), Quebec (4), Ontario (6), Prairies (2) and British Columbia (2).

Sample size

Collection is still underway; the final sample size is not yet available.

Available linguistic variables

What is the language that you first learned at home in childhood and can still understand?

What language do you speak most often at home?

In what languages can you conduct a conversation?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5071&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Canadian Tobacco Use Monitoring Survey (CTUMS) (2007)
Record number: 4440

Summary

The Canadian Tobacco Use Monitoring Survey (CTUMS) has been conducted for Health Canada since 1999, and provides data on tobacco use and related issues. The primary objective of the survey is to track changes in smoking status, especially for populations most at risk, such as the 15 to 24 year olds. The survey allows Health Canada to estimate smoking prevalence by province-sex-age groups on a semi-annual basis.

The cycle 1 (February to June of each year) data are released separately. The cycle 2 (July to December of each year) data are released within the annual summary.

Frequency

Cross-sectional and semi-annual since 2000. Information is available for reference periods after November 2000 only.

- February to June 2000 (cycle 1)
- July to December 2000 (cycle 2)
- February to June 2001 (cycle 1)
- July to December 2001 (cycle 2)
- February to June 2002 (cycle 1)
- July to December 2002 (cycle 2)
- February to June 2003 (cycle 1)
- July to December 2003 (cycle 2)
- February to June 2004 (cycle 1)
- July to December 2004 (cycle 2)
- February to June 2005 (cycle 1)
- July to December 2005 (cycle 2)
- February to June 2006 (cycle 1)
- July to December 2006 (cycle 2)
- February to June 2007 (cycle 1)
- July to December 2007 (cycle 2)
- February to June 2008 (cycle 1)

Target population

The target population covers all persons 15 years of age and over living in excluding the following people:

1. residents of the Yukon, Northwest Territories and Nunavut, and
2. full-time residents of institutions.

Sample size

The final sample is 9,547 persons.

Sample size based on main linguistic characteristic

According to the questions available in CTUMS, the main linguistic characteristic that will be used to identify official-language minorities is the language used most often at home.

Table 7.10
Sample size for official-language minorities, based on the criterion of the language used most often at home by the respondent and the province of residence at the time of the survey, for cycles 1 and 2 of the Canadian Tobacco Use Monitoring Survey, 2007

Language	Canada less Quebec	Quebec
	number	
French / English and French	785	...
English / English and French	...	244

Note(s): Data are drawn from the public use microdata file.
Source(s): Statistics Canada, Canadian Tobacco Use Monitoring Survey, 2007.

Table 7.11
Sample size for official-language minorities, based on the criterion of the language used most often at home by the respondent and the province of residence at the time of the survey, for cycle 1 of the Canadian Tobacco Use Monitoring Survey, 2008

Language	Canada less Quebec	Quebec
	number	
French / English and French	389	...
English / English and French	...	110

Note(s): Data are drawn from the public use microdata file.
Source(s): Statistics Canada, Canadian Tobacco Use Monitoring Survey, 2008.

Available linguistic variables

What language do you speak most often at home?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4440&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Health Promotion Survey (HPS) (1990)
Record number: 3828

Summary

The objectives of the Health Promotion Survey (HPS) were to update and expand the national and provincial baseline data on the knowledge, attitudes, beliefs, intentions and behaviours of adult Canadians on a wide range of health promotion issues.

Health and Welfare Canada (now Health Canada) was interested in collecting information to assist them in planning programs to encourage Canadians to adopt and maintain healthy lifestyles. The Health Promotion Survey, conducted in 1985, provided the baseline information on current attitudes and behaviours. The survey was conducted again in 1990 to evaluate programs initiated by Health and Welfare to promote health.

Although this survey has been discontinued, it remains a source of historical data on the health of Canadians, and some products and services are still available.

Frequency

Cross-sectional, every five years, 1985 and 1990.

Target population

The target population for the HPS was all persons 15 years of age or older living in Canada with the following two exceptions:

1. residents of the Yukon and the Northwest Territories;
2. full-time residents of institutions.

Sample size

The size of the 1990 final sample is 13,792.

Sample size based on main linguistic characteristic

The information shown is based on the language spoken most often at home. It is drawn from the 1990 survey.

Table 7.12
Sample size for official-language minorities, based on the criterion of the language spoken most often at home, Health Promotion Survey, 1990

Language	Canada less Quebec	English in Quebec
	number	
French	442	...
English	...	144
English and French	75	14
Total	**517**	**158**

Source(s): Statistics Canada, Health Promotion Survey, 1990.

Available linguistic variables

What language do you speak most often at home?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3828&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

8. Work

Workplace and Employee Survey (WES)
Record number: 2615

Summary

The Workplace and Employee Survey (WES) is designed to explore a broad range of issues relating to employers and their employees. The survey aims to shed light on the relationships among competitiveness, innovation, technology use and human resource management on the employer side and technology use, training, job stability and earnings on the employee side. The overall goal of the survey is to examine the way in which employers and their employees respond to the changing competitive and technological environment.

The survey is unique in that employers and employees are linked at the micro data level; employees are selected from within sampled workplaces. Thus, information from both the supply and demand sides of the labour market is available to enrich studies on either side of the market.

The Workplace and Employee Survey offers potential users several unique innovations: chief among these is the link between events occurring in workplaces and the outcomes for workers. In addition, being longitudinal, it allows for a clearer understanding of changes over time.

There are two reference periods used for the WES. Questions concerning employment breakdown use the last pay period of March for the reference year while other questions refer to the last 12 month period ending in March of the reference year.

Frequency

Longitudinal, annual, from 1999 to 2005 for the "employee" component and to 2006 for the "employer" component.

Target population

The target population for the employer component is defined as all business locations operating in Canada that have paid employees in March, with the following exceptions:

1. Employers in Yukon, Nunavut and Northwest Territories; and
2. Employers operating in crop production and animal production; fishing, hunting and trapping; private households, religious organizations and public administration.

The target population for the employee component is all employees working or on paid leave in March in the selected workplaces who receive a Canada Revenue Agency T-4 Supplementary form. If a person receives a T-4 slip from two different workplaces, then the person will be counted as two employees on the WES frame. The Workplace and Employee Survey draws its sample from the Business Register (BR) maintained by the Business Register Division of Statistics Canada and from lists of employees provided by the surveyed employers.

Sample size

The sample sizes for the different cycles of the WES are shown in table 8.1.

Table 8.1
Sample size for the "employer" and "employee" components for the Workplace and Employee Survey, 1999 to 2006

Year	Employer	Employee
	number	
1999	6,322	23,540
2000	6,068	20,167
2001	6,207	20,352
2002	5,818	16,813
2003	6,565	20,834
2004	6,159	16,804
2005	6,693	24,197
2006	6,312	---

Note(s): Only the "employer" component is available in 2006.
Source(s): Statistics Canada, Workplace and Employee Survey, 1999 to 2005.

Sample size based on main linguistic characteristic

In the case of the WES, the main linguistic characteristic used to identify the size of the sample of official-language minorities is the language spoken most often at home. This characteristic applies only to employees, and the information provided is for the last cycle available, namely the 2005 cycle: 578 respondents working outside Quebec reported speaking French most often at home, while 639 respondents working in Quebec reported speaking English most often at home.

Available linguistic characteristics

(These questions are only available on the "employee" survey.)

What language do you speak most often at home?

What language do you use most often at work?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=2615&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Survey of Labour and Income Dynamics (SLID) (2008)
Record number: 3889

Summary

The Survey of Labour and Income Dynamics (SLID) complement's traditional survey data on labour market activity and income with an additional dimension: the changes experienced by individuals over time. At the heart of the survey's objectives is the understanding of the economic well-being of Canadians: what economic shifts do individuals and families live through, and how does it vary with changes in their paid work, family make-up, and receipt of government transfers or other factors? The survey's longitudinal dimension makes it possible to see such concurrent and often related events. The Survey of Labour and Income Dynamics is the first Canadian household survey to provide national data on the fluctuations in income that a typical family or individual experiences over time which gives greater insight on the nature and extent of poverty in Canada. Added to the longitudinal aspect are the "traditional" cross-sectional data: the primary Canadian source for income data and providing additional content to data collected by the Labour Force Survey (LFS).

Particularly in SLID, the focus extends from static measures (cross-sectional) to the whole range of transitions, durations, and repeat occurrences (longitudinal) of people's financial and work situations. Since their family situation, education, and demographic background may play a role, the survey has extensive information on these topics as well.

Frequency

Cross-sectional and longitudinal, annual since 1993.

Sample size

The sample for the Survey of Labour Income Dynamics (SLID) is composed of two panels. Each includes two rotation groups from the Labour Force Survey (LFS) and covers nearly 15,000 households. The members of a panel are followed up for a period of six consecutive years, and a new panel is introduced every three years. Consequently, there are two overlapping panels at all times. The survey sample sizes are shown in the series of tables below.

Sample size based on main linguistic characteristic

The main linguistic characteristic for identifying official-language minorities is mother tongue. Table 8.2 shows the results based on cross-sectional data, while tables 8.3 to 8.7 show the results for longitudinal data.

Table 8.2
Total sample size and sample size for official-language minorities, based on the criterion of mother tongue, for the Survey of Labour and Income Dynamics, cross-sectional data, 1993 to 2007

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
1993	1,680	378	29,650
1994	1,641	380	29,627
1995	1,604	364	29,228
1996	3,170	681	60,559
1997	3,145	679	60,966
1998	3,118	655	61,301
1999	3,047	658	61,184
2000	2,947	645	60,527
2001	3,010	619	62,339
2002	2,775	587	59,242
2003	2,797	589	60,249
2004	2,689	561	58,208
2005	2,712	533	56,323
2006	2,739	558	57,149
2007	2,664	550	55,919

Source(s): Statistics Canada, Survey of Labour and Income Dynamics, cross-sectional data, 1993 to 2007.

Longitudinal Data

Table 8.3
Total sample size and sample size for official-language minorities, based on the criterion of mother tongue, for panel 1 of the Survey of Labour and Income Dynamics, 1993 to1998

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
1993	1,630	367	28,242
1994	1,529	358	26,757
1995	1,456	333	25,400
1996	1,394	321	24,306
1997	1,352	311	23,613
1998	1,313	301	23,008

Source(s): Statistics Canada, Labour and Income Dynamics, 1993 to 1998.

Table 8.4
Total sample size and sample size for official-language minorities, based on the criterion of mother tongue, for panel 2 of the Survey of Labour and Income Dynamics, 1996 to 2001

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
1996	1,501	310	29,766
1997	1,427	293	28,407
1998	1,370	275	27,483
1999	1,317	260	26,314
2000	1,254	255	24,537
2001	1,228	240	23,891

Source(s): Statistics Canada, Labour and Income Dynamics, 1996 to 2001.

Table 8.5
Total sample size and sample size for official-language minorities, based on the criterion of mother tongue, for panel 3 of the Survey of Labour and Income Dynamics, 1999 to 2004

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
1999	1,458	340	28,014
2000	1,349	308	27,247
2001	1,320	288	26,869
2002	1,255	256	25,306
2003	1,200	248	23,969
2004	1,149	228	22,699

Source(s): Statistics Canada, Labour and Income Dynamics, 1999 to 2004.

Table 8.6
Total sample size and sample size for official-language minorities, based on the criterion of mother tongue, for panel 4 of the Survey of Labour and Income Dynamics, 2002 to 2007

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
2002	1,258	260	26,945
2003	1,264	262	27,152
2004	1,176	243	25,146
2005	1,106	222	23,735
2006	1,061	211	22,340
2007	985	198	21,153

Source(s): Statistics Canada, Labour and Income Dynamics, 2002 to 2007.

Table 8.7
Total sample size and sample size for official-language minorities, based on the criterion of mother tongue, for panel 5 of the Survey of Labour and Income Dynamics, 2005 to 2007

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
2005	1,438	264	32,665
2006	1,435	277	33,073
2007	1,371	266	31,260

Source(s): Statistics Canada, Labour and Income Dynamics, 2005 to 2007.

Available linguistic characteristics:

What is the language that he/she first learned at home in childhood and still understands?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3889&lang=fr&db=imdb&dbg=f&adm=8&dis=2

Public Service Employee Survey (PSES) (2008)
Record number: 4438

Summary

The primary objective of the survey is to obtain the views of all employees of the federal Public Service about their workplaces. The information will allow managers and employees to initiate concrete actions in their own department, and where warranted, across the Public Service.

Frequency

Cross-sectional, census, occasional: 1999, 2002, 2005 and 2008.

Target population

The target population is all employees of the federal Public Service employed under schedule I, part I of the Public Service Staff Relations Act (PSSRA 1-1) with the following exceptions:

1. Students;
2. Governor in council appointments; and
3. Minister's exempt staff.

Sample size

The final size of the sample is 104,500 respondents: 37,059 respondents work in the National Capital Region (NCR) while 67,441 respondents work outside the NCR.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to identify official-language minorities in the PSES is self-reporting of one's first official language ("What is your first official language?").

Table 8.8
Sample size for official-language minorities, based on the criterion of "first official language," Public Service Employee Survey, 2005

Language	National Capital Region (NCR)	Canada less Quebec (excluding NCR)	Quebec (excluding NCR)
	number		
French	18,462	4,373	...
English	23,844	...	1,102

Source(s): Statistics Canada, Public Service Employee Survey, 2005.

Available linguistic variables

What is your first official language?

What are the language requirements of your position?

In which official language(s) do you provide services to the public?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4438&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

National Survey of the Work and Health of Nurses (NSWHN) (2005)
Record number: 5080

Summary

The main objective of the 2005 National Survey of the Work and Health of Nurses (NSWHN) is to provide an overall picture of the health and working conditions of nurses in Canada.

A total of 18,676 nurses were interviewed, representing registered nurses (RN), licensed practical nurses (LPN) and registered psychiatric nurses (RPN) employed in a variety of health care settings and in all provinces and territories.

The survey collected information on a rich array of topics reflecting the physical and emotional challenges nurses face in delivering patient care today. Nurses answered many questions about the quality of patient care, working relations with co-workers and managers, the amount of time they work to get their jobs done, and the way they feel about their jobs and careers as nurses.

The 2005 National Survey of the Work and Health of Nurses was developed in collaboration with organizations representing practicing nurses, health care researchers, health information specialists and federal government departments. The survey was conducted by Statistics Canada in partnership with the Canadian Institute for Health Information and Health Canada.

Frequency

One time only, 2005.

Target population

The National Survey of the Work and Health of Nurses was designed to be representative of nurses who were registered and employed in nursing in Canada at the time of the interview. Data from the survey were weighted to permit representative estimates of each of three nursing bodies' registered nurses (RN), licensed practical nurses (LPN) and registered psychiatric nurses (RPN) at the provincial level. Because of the relatively small number of nurses employed in the Yukon Territory, the Northwest Territories and Nunavut, estimates were produced for the territories combined. While RNs and LPNs are employed throughout Canada, RPNs are found almost exclusively in Manitoba, Saskatchewan, Alberta and British Columbia. The survey did not include retired or unemployed nurses.

Sample size

The final size of the sample is 18,676 registered nurses.

Sample size based on main linguistic characteristic

The main linguistic characteristic used to determine the size of the sample of official-language minorities for the NSWHN is the question on knowledge of languages.

Table 8.9
Sample size for official-language minorities, based on the criterion of knowledge of languages, National Survey of the Work and Health of Nurses, 2005

Language	Canada less Quebec	Quebec
	number	
French / English and French	1,900	...
English / English and French	...	804

Source(s): Statistics Canada, National Survey of the Work and Health of Nurses, 2005.

Available linguistic variables

In what languages can you conduct a conversation?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5080&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

9. The economy

Survey of Financial Security (SFS) (2005)
Record number: 2620

Summary

The purpose of the Survey of Financial Security (SFS) is to collect information from a sample of Canadian households on their assets, debts, employment, income and education. This helps in understanding how household finances change because of economic pressures.

The Survey of Financial Security provides a comprehensive picture of the net worth of Canadians. Information was collected on the value of all major financial and non-financial assets and on the money owing on mortgages, vehicles, credit cards, student loans and other debts. A family's net worth can be thought of as the amount of money they would be left with if they sold all of their assets and paid off all of their debts.

The survey data are used by government departments to help formulate policy, the private sector and by individuals and families to compare their wealth with those of similar types of households

Frequency

Cross-sectional, occasional: 1999 and 2005.

Target population

The Survey of Financial Security was carried out in all ten provinces; the territories were not included. Those living on Indian reserves and crown lands and official representatives of foreign countries living in Canada and their families were also excluded from the survey. Members of religious and other communal colonies, members of the Canadian Forces living in military camps and people living in residences for senior citizens were excluded, as were people living full time in institutions, for example, inmates of penal institutions and chronic care patients living in hospitals and nursing homes.

Sample size

The final size of the sample in 2005 is 5,282 family units and 10,442 persons.

Sample size based on main linguistic characteristic

The main linguistic characteristic for determining the size of the sample of official-language minorities is mother tongue.

Table 9.1
Total sample size and sample size for official-language minorities, based on the criterion of mother tongue, Survey of Financial Security, 2005

Language	Canada less Quebec - French	Quebec - English
	number	
French	490	...
English	...	259

Source(s): Statistics Canada, Survey of Financial Security, 2005.

Available linguistic variables

What is the language that [name] first learned at home in childhood and still understands? (2005).

What is [name]'s mother tongue? (1999).

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=2620&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

Survey of Family Expenditures (1996)
Record number: 3504

Summary

This survey is conducted to provide information on the socio-economic living conditions of households in Canada and provide major data components needed for the production of the weights used in the compilation of the Consumer Price Index. The interviewer completes an expenditure record for each household, recording the information on the entire budget: expenditures, incomes and changes in assets and debts.

Since 1997, The Survey of Family Expenditures (Famex) has been integrated into the Survey of Household Spending (record number 3508).

Frequency

Cross-sectional: 1982, 1986, 1992 and 1996 (data are also available for 1969 and 1978)

Target population

The sample is that of the Labour Force Survey (LFS). The target population was any non-institutionalized person aged 15 and over. Excluded from the scope of the survey are persons living on reserves and in other Aboriginal settlements, full-time members of the Canadian Armed Forces and institutional residents.

Sample size

The size of the final sample is shown in table 9.2.

Sample size based on main linguistic characteristic

The sample size for official-language minorities is determined according to responses to the question on mother tongue.

Table 9.2
Sample sizes for official-language minorities, based on the criterion of mother tongue, Survey of Family Expenditures, 1982 to 1996

Year	Canada less Quebec - French	Quebec - English	Total sample size
	number		
1982	492	200	10,952
1986	525	155	10,356
1992	487	161	9,492
1996	456	126	10,417

Source(s): Statistics Canada, Survey of Family Expenditures, 1982 to 1996.

Available linguistic characteristics

What is the language [respondent or spouse] first learned at home as a child and still understands?

Website: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3504&lang=fr&db=IMDB&dbg=f&adm=8&dis=2

10. General Social Survey

Summary

The primary objectives of the General Social Survey (GSS) are to gather data on social trends in order to monitor changes in the living conditions and well being of Canadians over time; and to provide information on specific social policy issues of current or emerging interest. The General Social Survey program began in 1985, and each year a new survey is developed on any of various themes including victimization, the family, social support, and access to and use of information and communications technologies. Some of these themes are recurring, and accordingly they lend themselves to cross-sectional analyses over time.

Table 10.1
General Social Survey topics according to cycle and year

Topic	1st series	2nd series	3rd series	4th series	5th series
	year (cycle)				
Health	1985 (1)	1991 (6)	..	..	..
Time use	1986 (2)	1992 (7)	1998 (12)	2005 (19)	..
Victimization	1988 (3)	1993 (8)	1999 (13)	2004 (18)	2009 (23)
Education, work and retirement	1989 (4)	1994 (9)	2002 (16)	2007 (21)	..
Family	1990 (5)	1995 (10)	2001 (15)	2006 (20)	2007 (21)
Social support and aging	1985 (1)	1990 (5)	1996 (11)	2002 (16)	2007 (21)
Access to and use of ICT	2000 (14)	..	..	..	..
Social engagement	2003 (17)	2008 (22)	..	..	..

Source(s): Statistics Canada, General Social Survey, 1985 to 2008.

Target population

The General Social Survey target population consists of persons 15 years of age and over living in a private household in the ten Canadian provinces. Some General Social Survey cycles may target a more specific population, such as persons aged 45 and over (cycles 16 and 21). Also, for some cycles, such as cycle 18, data may be collected in the three territories.

Sample size

The size of the samples varies from one cycle to another, but it has been in the range of 23,000 since 1999. Before 1999, the samples were approximately 10,000; the size was increased in order to produce more precise estimates at the national and provincial scale, as well as for various smaller population groups (such as disabled persons, members of visible minorities and the elderly).

Sample size based on main linguistic characteristic

The size of the samples for official-language minorities also varies according to the cycle, and it has definitely been larger since the increase in the size of the sample in 1999. However, we can estimate that it will be representative of the official-language minorities, and thus it will be in the range of 500 Anglophones in Quebec and 800 Francophones outside Quebec.

Available linguistic characteristics

The General Social Survey contains a series of standardized questions on languages. The question to identify mother tongue, "What language did you first speak in childhood?", is included in all the cycles. In cycles 1 (1985) and 2 (1986) as well as cycles 10 (1995) to 22 (2008), this question is followed by the follow-up question, "Do you still understand that language?" The question on the language spoken most often at home is included in all cycles except cycle 3 (1988).

Cycle 2 (1986) on time use contains a specific module on knowledge of official and non-official languages and their use at home, at school and at work, and on the use of languages during childhood and adolescence.

Cycle 9 (1994) has a question on the language used most often at work; cycle 14 (2000) contains questions on languages and the use of the Internet; and cycle 21 (2007) contains questions on knowledge of languages.

Also, all cycles of the GSS contain a variable indicating the language in which the interview was conducted. This is available only in the analytical file and not in the public use microdata file.

Some cycles on victimization include a question on discrimination based on language.

Website:
Document available on the Internet: General Social Survey: Summary
http://sasd-dssea/DesktopModules/ViewDocument.aspx?Lang=en&DocumentID=64

Table 10.2
Linguistic questions asked in the General Social Survey according to the cycles in which they were asked

Cycle number and topic		First language learned in childhood	Do you still understand it?	Language(s) spoken at home (three variations of the question)	Language(s) used most often at work	Language(s) used for internet use	Language(s) spoken well enough to conduct a conversation
1	Health / Social support and aging	✓	✓	✓	..	..	..
2	Time use	✓	✓	✓	✓	..	✓
3	Victimization	✓	..	..	..	..	..
4	Education, work and retirement	✓	..	✓	..	..	..
5	Family, social support and aging	✓	..	✓	..	..	..
6	Social support and aging / Health	✓	..	✓	..	..	..
7	Time use	✓	..	✓	..	..	..
8	Victimization	✓	..	✓	..	..	..
9	Education, work and retirement	✓	..	✓	✓	..	..
10	Family	✓	✓	✓	..	..	..
11	Social support and aging	✓	✓	✓	..	..	..
12	Time use	✓	✓	✓	..	..	..
13	Victimization	✓	✓	✓	..	..	..
14	Access to and use of ICT	✓	✓	✓	..	✓	..
15	Family	✓	✓	✓	..	..	..
16	Education, work and retirement / Social support and aging	✓	✓	✓	..	..	..
17	Social engagement	✓	✓	✓	..	..	..
18	Victimization	✓	✓	✓	..	..	..
19	Time use	✓	✓	✓	..	..	..
20	Family	✓	✓	✓	..	..	..
21	Education, work and retirement / Social support and aging	✓	✓	✓	..	..	✓
22	Social networks	✓	✓	✓	..	..	..

Source(s): Statistics Canada, General Social Survey.